

international religious communities based in El Salvador annually commemorate the lives and martyrdom of the 4 churchwomen from the United States;

Whereas the historic January 1992 Peace Accords ended 12 years of civil war and have allowed the Government and the people of El Salvador to achieve significant progress in creating and strengthening democratic, political, economic, and social institutions; and

Whereas December 2, 2005, marks the 25th anniversary of the deaths of these 4 spiritual, courageous, and generous churchwomen from the United States: Now, therefore, be it

*Resolved*, That the Senate—

(1) remembers and commemorates the lives and work of Sisters Maura Clarke, Ita Ford, and Dorothy Kazel and lay missionary Jean Donovan;

(2) extends sympathy and support for the families, friends, and religious communities of the 4 churchwomen from the United States;

(3) continues to find inspiration in the lives and work of these 4 churchwomen from the United States;

(4) calls upon the people of the United States and religious congregations to participate in local, national, and international events commemorating the 25th anniversary of the martyrdom of the 4 churchwomen from the United States;

(5) recognizes that while progress has been made during the post-war period, the work begun by the 4 churchwomen from the United States remains unfinished and social and economic hardships persist among many sectors of Salvadoran society; and

(6) calls upon the President, the Secretary of State, the Administrator of the United States Agency for International Development, and the heads of other Government departments and agencies to continue to support and collaborate with the Government of El Salvador and with private sector, non-governmental, and religious organizations in their efforts to reduce poverty and hunger and to promote educational opportunity, health care, and social equity for the people of El Salvador.

# SENATE RESOLUTION 328—RECOGNIZING THE 30TH ANNIVERSARY OF THE ENACTMENT OF THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 AND REAFFIRMING THE COMMITMENT OF CONGRESS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT SO THAT ALL CHILDREN WITH DISABILITIES RECEIVE A FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT

Mr. ENZI (for himself, Mr. KENNEDY, Mr. ROBERTS, Mr. REED, Mr. BURR, Mr. JEFFORDS, Mr. GREGG, Mrs. MURRAY, Mr. HATCH, Mrs. CLINTON, Mr. DEWINE, Mr. BINGAMAN, Ms. MIKULSKI, Mr. HARKIN, and Mr. DODD) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 328

Whereas the Education for All Handicapped Children Act of 1975 (Public Law 94-142) was signed into law 30 years ago on November 29, 1975, and amended the State grant program under part B of the Education of the Handicapped Act;

Whereas the Education for All Handicapped Children Act of 1975 established the Federal priority of ensuring that all children, regardless of the nature or severity of their disability, have available to them a free appropriate public education in the least restrictive environment;

Whereas the Education of the Handicapped Act was further amended by the Education of the Handicapped Act Amendments of 1986 (Public Law 99-457) to create a preschool grant program for children with disabilities aged 3 through 5 and an early intervention program for infants and toddlers with disabilities under 3 years of age and their families;

Whereas the Education of the Handicapped Act Amendments of 1990 (Public Law 101-476) renamed the Education of the Handicapped Act as the Individuals with Disabilities Education Act (referred to in this resolution as “IDEA”) (20 U.S.C. 1400 et seq.);

Whereas IDEA currently serves an estimated 269,000 infants and toddlers, 679,000 preschoolers, and 6,000,000 children aged 6 to 21;

Whereas IDEA has helped reduce the number of children with developmental disabilities who must live in State institutions away from their families;

Whereas the number of children with disabilities who complete high school with standard diplomas has grown significantly since the enactment of IDEA;

Whereas more students with disabilities are participating in national and State testing programs, and graduation rates for students with disabilities are continuously rising, since the enactment of IDEA;

Whereas the number of children with disabilities who enroll in college as freshmen has more than tripled since the enactment of IDEA;

Whereas IDEA promotes partnerships between parents of children with disabilities and education professionals in the design and implementation of the special education and related services provided to children with disabilities;

Whereas the integration of students with disabilities in the classroom, learning alongside their peers without disabilities, has heightened the Nation's awareness of the needs and capabilities of students with disabilities;

Whereas the Individuals with Disabilities Education Improvement Act of 2004 (Public Law 108-446) reauthorizes IDEA and ensures that children with disabilities are guaranteed a quality education based on the high academic standards required under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), as amended by the No Child Left Behind Act of 2001 (Public Law 107-110);

Whereas the Individuals with Disabilities Education Improvement Act of 2004 strengthens IDEA's focus on the educational results of children with disabilities and better prepares those children for further education beyond high school or employment;

Whereas the Individuals with Disabilities Education Improvement Act of 2004 further enables special education teachers, related services providers, other educators, and State and local educational agencies to focus on promoting the academic and functional achievement of children with disabilities;

Whereas the Individuals with Disabilities Education Improvement Act of 2004 places a new priority on providing students with disabilities with positive behavioral supports through school-wide interventions;

Whereas the Individuals with Disabilities Education Improvement Act of 2004 enables students with disabilities, through the power of technology, to achieve better educational

outcomes and enhance independent living skills;

Whereas the Individuals with Disabilities Education Improvement Act of 2004 protects the procedural safeguards that guarantee the rights of children with disabilities to a free and appropriate public education while establishing mechanisms for parents and schools to resolve disagreements about educational planning and the implementation of such planning, thus reducing unnecessary litigation;

Whereas the Individuals with Disabilities Education Improvement Act of 2004 continues to ensure that all students with disabilities receive the services and supports necessary in order to achieve positive educational outcomes in both public and private educational settings;

Whereas the Individuals with Disabilities Education Improvement Act of 2004 ensures that the vast majority of IDEA funds will go directly to the classroom and provides States and local educational agencies additional flexibility to provide for the costs of educating high need children with disabilities;

Whereas IDEA has supported, through its discretionary programs, 3 decades of research, demonstration, and personnel preparation in effective practices for educating children with disabilities, enabling teachers, related services providers, and other educators to effectively meet the educational and developmental needs of all children;

Whereas Federal and State governments support effective, research-based practices in the classroom to ensure appropriate services and supports for children with disabilities; and

Whereas IDEA continues to marshal the resources of this Nation to implement the promise of full participation in society for children with disabilities: Now, therefore, be it

*Resolved*, That the Senate—

(1) recognizes the 30th anniversary of the enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142);

(2) acknowledges the many and varied contributions of children with disabilities and their parents, teachers, related services providers, and other educators; and

(3) reaffirms the commitment of Congress to the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) so that all children with disabilities receive a free appropriate public education.

Mr. ENZI. Mr. President, I rise today to introduce a resolution that recognizes the 30th anniversary of the enactment of the predecessor to the Individuals with Disabilities Education Act, IDEA, to commemorate its passage, commend its many authors, and suggest some actions we should take to protect, preserve, and advance its legacy as a vital component of our laws on education and civil rights.

On November 29, 1975, President Gerald Ford signed into law the Education for All Handicapped Children Act, a landmark piece of legislation that reflected America's fundamental and continuing concern for education and human rights. This legislation reaffirmed the most basic values of our democracy by extending education and civil rights protections to individuals with disabilities. As we celebrate the anniversary of the IDEA's enactment, it is, like all anniversaries, an appropriate time to both recount the past and contemplate the future.

Before 1700, there was little toleration for anyone who was different. Persons with disabilities were often abused, condemned as incapable of being able to participate in social activities, and simply forgotten. In 1817, Thomas Hopkins Gallaudet, a teacher of individuals who are deaf, opened a school for people who are deaf in Connecticut. This was the first school in America designed to serve individuals with disabilities. In 1850, at a time when most caregivers believed that persons with disabilities needed to live in institutions apart from their families, a school for youth with cognitive disabilities was opened in Massachusetts.

In the late 1800s, the number of children with disabilities attending public schools increased dramatically due to education and child labor laws. Many public schools developed special education for children with disabilities, however, this usually involved creating separate classes. In 1899, Michigan was the first State to introduce these classes statewide, and by the 1920s, special education had become well established throughout the Nation.

For the next 50 years, special education took place mostly in isolated classrooms where children with disabilities seldom mixed with their non-disabled peers. It is against this backdrop that advocates in the disability community worked tirelessly to affect the passage of the Individuals with Disabilities Education Act. It is also against this backdrop that this Congress had the wisdom and understanding to fully comprehend the nature of the problem and the resolve and determination to act. Similar to May 17, 1954, when the U.S. Supreme Court announced the *Brown v. the Board of Education* decision that "separate educational facilities are inherently unequal" with the signing of the Education for All Handicapped Children Act, families, Congress, and the President believed that a segregated form of education for students with disabilities was inappropriate and narrowed what children with disabilities could learn and become in society.

As President Ford noted when he signed the Education for the Handicapped Act into law: "Everyone can agree with the objective stated in the title of this bill—educating all handicapped children in our Nation." IDEA was advanced on the equally simple and equally compelling notion that segregation was not the answer and all people should have the opportunity to receive a free and appropriate public education. It is therefore fitting that we take a moment to remember all those men and women who worked with such purposefulness and passion to ensure that such a simple yet enduring value of our culture was properly reflected in our education laws.

Since the passage of the IDEA, we have seen significant improvements in the educational employment and economic well-being of citizens with dis-

abilities. According to the Department of Education, IDEA currently serves almost 7 million schoolchildren, preschoolers, and infants and toddlers with disabilities along side their counterparts without disabilities. What was unheard of 30 years ago is now a reality for millions of students with disabilities across the Nation: a right to receiving a free and appropriate education in their neighborhood school. Because of IDEA and other similar laws, the education that students with disabilities are receiving is providing such individuals with the skills necessary to succeed in postsecondary environments, work, pay taxes, live independently, and pursue the American dream.

However, anniversaries are not just for looking back, and celebrating the achievements of the past. They must also be an occasion for looking forward in anticipation of the challenges that still lie before us. All involved should be proud of the accomplishments embodied in the Individuals with Disabilities Education Act, but no one should believe our work is done. Indeed, there is still more to do.

A report issued by the Institute for Higher Education Policy in 2004 focusing on the education level of students with disabilities in the United States contains some disturbing data. It notes that while 91 percent of the general adult population has a high school diploma, only 78 percent of adults with disabilities do. Even more disturbing is the fact that only 57 percent of youths with disabilities received standard high school diplomas. Although the 78 percent graduation rate represents a significantly higher rate than 15 years ago, it remains inadequate, and significantly behind the rate for individuals without disabilities.

The National Educational Longitudinal Study reported in 2000 that 73 percent of high school graduates with disabilities enrolled in some form of postsecondary education compared to 84 percent of their peers without disabilities. However, students with disabilities who were highly qualified academically enrolled in 4-year colleges at the same rate, 79 percent, as their peers without disabilities.

The lesson here is a simple one. When we believe in and have high expectations for all Americans, Americans with disabilities can compete at the same level as Americans without disabilities. With the passage of the No Child Left Behind Act, the Individuals with Disabilities Education Act, and possibilities available within the soon to be reauthorized Higher Education Act, we have the opportunity to make significant strides and further level the playing field. As elected officials, it is our responsibility to ensure that students, teachers, school systems, and teacher education programs are all held to high standards, improving the education levels, graduation rates, and postsecondary achievements of all students, including students with disabilities.

It is fitting that today, in this place, we recognize and celebrate the anniversary of legislation that says so much about who we are as a people and what we stand for as a nation when it comes to educating all of our citizens. It is the responsibility of those of us who follow to ensure that the brightness never fades, the promise of opportunity never wanes, and our rights to education, life, liberty, and the pursuit of happiness apply equally and fully to all Americans, including those with disabilities.

#### SENATE RESOLUTION 329—CONGRATULATING COACH BILL SNYDER FOR HIS ACHIEVEMENTS DURING 17 YEARS AS THE HEAD FOOTBALL COACH OF THE KANSAS STATE UNIVERSITY WILDCATS

Mr. ROBERTS (for himself and Mr. BROWNBACK) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 329

Whereas, on November 30, 1998, Bill Snyder was named as the 32nd football coach at Kansas State University;

Whereas upon his hiring, Kansas State had experienced years of unsuccessful seasons and in the 52 years prior to his hiring, the Kansas State University football team had a combined record of only 134 wins;

Whereas Bill Snyder directed and orchestrated a football program success and turnaround that is now considered by many to be the greatest in the history of collegiate athletics;

Whereas Bill Snyder coached the Kansas State Wildcats to 11 consecutive postseason bowl appearances;

Whereas the teams coached by Bill Snyder became the second program in college football history to win 11 games, 6 times in a 7 year time span;

Whereas the teams coached by Bill Snyder won the Big 12 North Division title on 4 occasions and appeared in 3 Big 12 Championship games;

Whereas the 2003 team coached by Bill Snyder was crowned the Big 12 Champion;

Whereas Bill Snyder coached 42 National Football League draft picks, 45 All-America selections, and 68 first team all-conference honorees at Kansas State University;

Whereas Bill Snyder was named National Coach of the year in 1991, 1994, and 1998;

Whereas Bill Snyder was named the Bear Bryant and Football Writers Association of America National Coach of the year in 1998;

Whereas in the best sense of collegiate athletics, Bill Snyder has been a mentor and, through his own actions, taught leadership and personal responsibility to young men;

Whereas Bill Snyder has changed the course of history at Kansas State University, including contributing to an increased enrollment from 18,120 at his hiring in 1988 to nearly 24,000 in 2005;

Whereas Bill Snyder and his family have given of themselves and contributed numerous hours and resources to charitable causes throughout the State of Kansas to the betterment of numerous individuals and the State as a whole;

Whereas Bill Snyder has instilled a new sense of pride in the State for all current and native Kansans;

Whereas Bill Snyder currently ranks as the most successful coach in Kansas State University history with 135 wins;